

Executive Summary School Accountability Report Card, 2011–12

For N.A. Chaderjian High

Address:	PO Box 213014, Stockton, CA, 95213-9014	Phone:	(209) 944-6444
Principal:	Dr. Pat Davies	Grade Span:	9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

N.A.Chaderjian High School (NACHS) is located within N.A.Chaderjian Youth Correctional Facility (NACYCF). NACYCF is operated by the California Department of Corrections and Rehabilitation-Division of Juvenile Justice and is located in Stockton, California. The institution currently houses approximately 290 male, incarcerated youth ages 15-25. NACHS is accredited by the Western Association of Schools and Colleges through June of 2013 and a WASC site visit is planned for March, 2013. The school offers a comprehensive high school education program which includes general education core and elective courses (including a wide variety of career technical education courses), special education services, English Language Learner services, and ESEA support services. Educational services are offered in the main school area for general population students as well as in smaller classrooms attached to two living units for students with special mental health and behavioral needs. Students at NACHS work towards completing their high school diploma or GED and approximately 30 students are enrolled in post secondary distance learning courses. The mission of the Division of Juvenile Justice is to protect the public from criminal activity by providing education, training, and treatment services for youthful offenders committed by the courts; assisting local justice agencies with their efforts to control crime and delinquency; and encouraging the development of state and local programs to prevent crime and delinquency.

Student Enrollment

Group	Enrollment
Number of students	188
Black or African American	30%
American Indian or Alaska Native	2%
Asian	1%
Filipino	0.0%
Hispanic or Latino	52%
Native Hawaiian or Pacific Islander	2%
White	10%

Two or More Races	1%
Socioeconomically Disadvantaged	100%
English Learners	30%
Students with Disabilities	43%

Teachers

Indicator	Teachers
Teachers with full credential	25
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	1

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	3.3%
Mathematics	7.1%
Science	3.1%
History-Social Science	2.8%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	
Statewide Rank (from 2011 Base API Report)	
Met All 2012 AYP Requirements	
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met # of #
2012–13 Program Improvement Status (PI Year)	

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

N.A. Chaderjian Youth Correctional Facility (NACYCF) was built in 1990. Other than the surrounding security fencing and metal detector, the facility appears as any small high school does. There are forty-two classrooms/shops that provide academic and career-technical education. Each classroom has a television, DVD player and many have student computers. The physical education department utilizes the gymnasium. All classrooms have a restroom for the students use and all classrooms have a telephone and/or intercom system.

Three new portable classrooms were built and placed into school service in spring 2011. These rooms are used for our intake program as this facility receives all new male youth to the Division of Juvenile Justice.

Repairs Needed

Heating and air conditioning problems continue to be a problem. Ongoing long term issues with basic infrastructure continue to impact the facility (i.e. roof leaks, basic electrical deficiencies, etc.).

Corrective Actions Taken or Planned

Infrastructure deficiencies are remedied when possible as they are reported to Plant Operations through a work order process.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0
Mathematics	0
Science	0
History-Social Science	0
Foreign Language	0
Health	0
Visual and Performing Arts	0
Science Laboratory Equipment (grades 9-12)	0

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	LEA Provided
District	LEA Provided
State	\$5,455

School Completion

Indicator	Result
Graduation Rate (if applicable)	

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	18
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	N.A. Chaderjian High	District Name	CEA San Joaquin Co
Street	PO Box 213014	Phone Number	
City, State, Zip	Stockton, CA, 95213-9014	Web Site	
Phone Number	(209) 944-6444	Superintendent	Tami McKee-Sani
Principal	Dr. Pat Davies	E-mail Address	Tami.McKee-Sani@cdcr.ca.gov
E-mail Address	Pat.Davies@cdcr.ca.gov	CDS Code	99322760000

School Description and Mission Statement (School Year 2011–12)

Narrative provided by the LEA.

Opportunities for Parental Involvement (School Year 2011–12)

Narrative provided by the LEA.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	0	Grade 8	0
Grade 1	0	Ungraded Elementary	0
Grade 2	0	Grade 9	10
Grade 3	0	Grade 10	34
Grade 4	0	Grade 11	54
Grade 5	0	Grade 12	90
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	188

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	30%
American Indian or Alaska Native	2 %
Asian	1%
Filipino	0%
Hispanic or Latino	52%
Native Hawaiian or Pacific Islander	2%
White	10%
Two or More Races	1%
Socioeconomically Disadvantaged	100%
English Learners	30%
Students with Disabilities	43%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A				N/A				N/A			
1	N/A				N/A				N/A			
2	N/A				N/A				N/A			
3	N/A				N/A				N/A			
4	N/A				N/A				N/A			
5	N/A				N/A				N/A			
6	N/A				N/A				N/A			
Other	N/A				N/A				N/A			

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	LEA	LEA	0	0			0	0	10	16	0	0

	Provided	Provided										
Mathematics	LEA Provided	LEA Provided	0	0			0	0	10	15	0	0
Science	LEA Provided	LEA Provided	0	0			0	0	12	11	0	0
Social Science	LEA Provided	LEA Provided	0	0			0	0	12	12	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2011–12)

The high school conducts quarterly fire drills in conjunction with the security section of the institution. Emergency processes for our earthquake and natural disaster plan are similar. The notification begins from the main institutional control center. Supervision of students during the drills is a joint responsibility between the faculty and the security team members. School security staff are responsible for all movement between classrooms, movements to and from school as well as searching students for contraband. All education staff have personal alarms and classrooms have either telephones or an intercom system for use in case of an emergency. Safety training is ongoing for all staff as part of the institution's overall health and safety plan. In addition, monthly interdisciplinary safety meetings are held to problem solve and address safety issues.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0	0	0	0	0	0
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

The campus is located within an institution built circa 1990. The buildings are in general good repair and grounds are surrounded by grass and trees that are maintained by a work crew made up of youth who have graduated from high school and plant operations personnel. Retrofitting has been completed to make the campus accessible to disabled persons per the Americans with Disabilities Act.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	

Systems: Gas Leaks, Mechanical/HVAC, Sewer			X		Fair working order- issues on occasion
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical			X		Electrical system is outdated for today's technical demands
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs			X		Roofs do leak indicating some structural issues
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential			25	
Without Full Credential			1	
Teaching Outside Subject Area of Competence (with full credential)			0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		2	0
Vacant Teacher Positions		2	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	94%	6%
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District	N/A	N/A

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	
Library Media Teacher (librarian)	1	
Library Media Services Staff (paraprofessional)	0	
Psychologist	3	
Social Worker	0	
Nurse	1	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	3	

Other	0	
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Note: Cells shaded in black do not require data.

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____ **2011-2012** _____

	Textbook Title	Publisher	c = core s = supplemental n = not offered	Year	Cycle	% students lacking own copy
English	Literature Language Arts 3rd, 4th, 5th, 6th Course	Holt Rinehart	c	2006		0%
	Holt Handbook 3rd, 4th, 5th, 6th Course	Holt Rinehart	c	2006		0%
	Longman Keystone A, B, C	Pearson	s	2010	most recent	0%
	Longman Keystone Keyst to Learning	Pearson	s	2010	most recent	0%
Math	Pre-Algebra	Prentice Hall	c	2005		0%
	Algebra 1	Prentice Hall	c	2005		0%
	Mathematics Algebra 1	Prentice Hall	c	2006		0%
	Mathematics Geometry	Prentice Hall	c	2005		0%
	Mathematics Algebra 2	Prentice Hall	c	2005		0%
	Math with Business Applications	Glencoe	c	2007		0%
	Incremental Development 87, 76, 65, 54	Saxon	s	2005		0%
Science	Prentice Hall Biology	Prentice Hall	c	2012	most recent	0%
	Prentice Hall Earth Science	Prentice Hall	c	2005		0%
	Science Explorer: Focus on Life Science	Prentice Hall	s	2005		0%
	Science Explorer: Focus on Earth Science	Prentice Hall	s	2005		0%
Social Science	World History: The Modern World	Prentice Hall	c	2007		0%
	United States History: Modern America	Prentice Hall	c	2007		0%
	Magruder's American Government	Prentice Hall	c	2007		0%
	Economics: Principles in Action	Prentice Hall	c	2005		0%
	Pacemaker: World History	Globe Fearon	s	2005		0%
	Pacemaker: United States History	Globe Fearon	s	2005		0%
	Pacemaker: American Government	Globe Fearon	s	2005		0%
	Pacemaker: Economics	Globe Fearon	s	2005		0%
Art	Art in Focus	Glencoe	c	2005		0%
	Music: Its Role and Importance in our Lives	Glencoe	c	2005		0%
	Theater Arts in Action	Glencoe	c	2005		0%
	Creating and Understanding Drawings	Glencoe	c	2005		0%

Foreign Language		n			n/a
Health		n			n/a
Science Lab Equipment		n			n/a

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				\$83,866
District				\$77,396
Percent Difference – School Site and District				8%
State			\$5,455	\$58,876
Percent Difference – School Site and State				31%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Title 1 ESEA
Library/Media Program Title 3
ELL
Prop 98 General Fund
Carl Perkins PT A & B
Special Education IDEA 2004

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts			3.3%				52%	54%	56%
Mathematics			7.1%				48%	50%	51%
Science			3.1%				54%	57%	60%
History-Social Science			2.8%				44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA				
All Students at the School	3.3%	7.1%	3.1%	2.8%
Male	3.3%	7.1%	3.1%	2.8%
Female	0%	0%	0%	0%
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				

White				
Two or More Races				
Socioeconomically Disadvantaged	3.3%	7.1%	3.1%	2.8%
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts			17%			26%	54%	59%	56%
Mathematics			10%			23%	54%	56%	58%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced

All Students in the LEA	74%	26%	0%	77%	23%	0%
All Students at the School	83%	17%	0%	90%	10%	0%
Male	83%	17%	0%	90%	10%	0%
Female	0%	0%	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%	0%	0%
Asian	0%	0%	0%	0%	0%	0%
Filipino	0%	0%	0%	0%	0%	0%
Hispanic or Latino	80%	20%	0%	100%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%	0%	0%
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	83%	17%	0%	90%	10%	0%
English Learners	78%	22%	0%	81%	19%	0%
Students with Disabilities	86%	14%	0%	89%	11%	0%
Students Receiving Migrant Education Services						

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	20%	10%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide			
Similar Schools			

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or More Races			

Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API

Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School					4,664,264	788
Black or African American					313,201	710
American Indian or Alaska Native					31,606	742
Asian					404,670	905
Filipino					124,824	869
Hispanic or Latino					2,425,230	740
Native Hawaiian or Pacific Islander					26,563	775
White					1,221,860	853
Two or More Races					88,428	849
Socioeconomically Disadvantaged					2,779,680	737
English Learners					1,530,297	716
Students with Disabilities					530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics

- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate - English-Language Arts		
Met Participation Rate - Mathematics		
Met Percent Proficient - English-Language Arts		
Met Percent Proficient - Mathematics		
Met API Criteria		
Met Graduation Rate		

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		
Percent of Schools Currently in Program Improvement		

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate		0%	0%		0%	0%		16.6	14.4
Graduation Rate									

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State

All Students		LEA Provided	N/D
Black or African American	31%	LEA Provided	N/D
American Indian or Alaska Native	0%	LEA Provided	N/D
Asian	0%	LEA Provided	N/D
Filipino	0%	LEA Provided	N/D
Hispanic or Latino	61%	LEA Provided	N/D
Native Hawaiian or Pacific Islander	0%	LEA Provided	N/D
White	8%	LEA Provided	N/D
Two or More Races	0%	LEA Provided	N/D
Socioeconomically Disadvantaged	100%	LEA Provided	N/D
English Learners	33%	LEA Provided	N/D
Students with Disabilities	36%	LEA Provided	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

N.A.Chaderjian High School requires 60 elective credits for graduation requirements. Students are provided instruction to earn proficiency in Automotive Detailing, Computer Applications, Graphic Arts, Heating and Air (HVAC), Janitorial, Keyboarding, Landscaping, and Warehousing. As part of the Warehousing and Landscaping curricula, students are able to earn industry recognized certification in fork-lifting. Microsoft certification is also offered in the Computer Applications classes. In addition, an orientation to Career-Technical education course is offered as an exploratory course into the various programs offered at NACHS.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	LEA Provided
Percent of pupils completing a CTE program and earning a high school diploma	LEA Provided
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	
English	0	
Fine and Performing Arts	0	
Foreign Language	0	
Mathematics	0	
Science	0	
Social Science	0	
All courses	0	

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The approved CEA Academic Calendar includes ten days dedicated to Staff Development activities. Some of those days are dedicated to departmentally-mandated staff training but the five days in August are reserved for education specific training. This training is planned by the District Curriculum/Mentor Teacher members who collaborate with district personnel to coordinate annual staff development activities.

N.A. Chaderjian High

CEA San Joaquin Co

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

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